

Task Performance and Organizational Citizenship Behavior (OCB) as Predictors of Career Satisfaction

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Abstract

The purpose of this study is to explore the relationship between Task Performance and Organizational Citizenship Behaviour (OCB) to teachers' Career Satisfaction. This study has utilized the dyadic approach. Therefore, two sets of questionnaire were designed in this study (e.g. Teachers Survey Set and Management Survey Set). Data on teachers' career satisfaction, teachers' task performance and teachers' OCB were obtained from teachers' perspective through Teachers Survey Set. At the same time, data on the teachers' task performance and teachers' OCB were obtained from the perspectives of Headmaster/Senior Assistant through the Management Survey Set. The data was gathered through mail survey method from 390 paired respondents. The results show that self-ratings of teachers' task performance and superior-ratings of teachers' OCB are significantly related to teachers' career satisfaction. The findings of this study have contributed to current knowledge of Career Advancement (CA) from job performance perspective (e.g. task performance, OCB). The results of this study may help school's management to improve the organizational career planning and also can help individuals to manage their careers.

Key Word: *Career satisfaction, task performance, organizational citizenship behavior.*

Introduction

There are several reasons for the growing interest in career research. In a new work structure, career scholars should embrace and integrate perspectives to create a more complete picture of critical issues in career research (Collin, 1998). Following this challenges, the present study explores one of the most current research topics that is, career advancement (CA). As indicated by Zhao and Zhou (2008), CA is one of the objectives that all employees are looking forward throughout their career. It can be categorized into extrinsic and intrinsic (Judge & Bretz, 1994). The extrinsic CA comprises several visible outcomes such as pay, promotion and ascendancy; whereas intrinsic CA comprises several invisible outcomes such as career satisfaction, life satisfaction and job satisfaction (Judge, Cable, Boudreau & Bretz, 1995).

On the other hand, performance appraisal is defined as a periodic evaluation of the output from an individual measured against certain expectations (Yong, 1996). Clearly, one important dimension of job performance which is taken into consideration in appraisal decision is task performance. However, according to Christensen and Whiting (2009), another important dimension which may be taken into consideration in appraisal decisions is termed as organizational citizenship behaviour, or OCB. The output of performance appraisal becomes very important because it may link to CA. This is in line with what was

stated by Grubb (2007), which mentioned that performance appraisal may provide the basis for pay and promotion. Thus, it would have very much effect towards rewards and career path (Yee & Chen, 2009).

In realizing Malaysia's aspiration towards the development of its first class human capital, all Malaysian teachers are expected to perform not only the tasks as prescribed in their job requirements (e.g. task performance), but they are also expected to demonstrate the voluntarily behaviours (e.g. OCB) that are not formally part of their job. This was supported by DiPoala and Tschannen-Moran (2001), who claimed that the success of school fundamentally depends on teachers who are willing to go beyond role expectations voluntarily. Therefore, this study would like to investigate the impact of both types of job performance (e.g. task performance and OCB) on teachers' CA, particularly in the Malaysian context.

Based on the existing literature, there are clear differentiations between the extrinsic and intrinsic CA. To date, extrinsic CA consists of tangible outcomes that can be observed easily such as salary increment and promotion; while intrinsic CA consists of intangible outcomes and is more subjective such as the perception of career satisfaction (Judge et al., 1995). As stated by Hall (2002), receiving high pay and promotion does not necessarily make people feel proud or successful (satisfy). Thus, individuals who achieve the extrinsic CA (e.g. promotion) may or may not achieve the intrinsic CA (e.g. career satisfaction). This is because the perception of intrinsic CA is different based on the accumulative experience of individuals.

In Malaysia, although CA for teachers is widely open (*Pelan Laluan Kerjaya Pegawai Perkhidmatan Pendidikan*, Ministry of Education [MOE], 2009); however, there are still many complaints regarding teachers' dissatisfaction towards their career achievement as reported by media (Berita Harian, 28 March 2011; 18 May 2011). Thus, it leads to the assumption that all these complaints may show that Malaysian teachers still do not achieve the intrinsic CA (e.g. career satisfaction) although they already obtain the extrinsic CA (e.g. promotion, number of promotion). Hence, this study was designed to examine the relationship between task performance and OCB on teachers' career satisfaction.

Literature Review

Examinations of the empirical work reveal different predictors of CA such as gender roles (Akhtar, 2010; Tharenou, 1999), mentoring (Okurame & Balogun, 2005), career commitment (Ballout, 2009), career aspiration (Feldman & Bolino, 1996), cognitive ability (Dreher & Bretz, 1991), acquisition of social capital (Metz & Tharenou, 2001), and political behaviour (Judge & Bretz, 1994). In more recent years, several scholars (Bergeron, 2005; Carmeli, Shalom & Weisberg, 2007) propose the factor of OCB as a predictor of CA.

However, there are inconsistent link between OCB and CA as reported in the previous studies (Bergeron, 2005; Carmeli et al., 2007). For example, Carmeli et al. (2007) presented that there is no significant relationship between OCB (e.g. altruism, compliance) and CA (e.g. career mobility, promotion prospect). Where, Bergeron (2005) finds that four dimensions of OCB (e.g. research OCB, advising OCB, professional service OCB, service OCB) are positively and negatively related to CA (e.g. promotion, speed to CA). Hence, the inconsistent results regarding the relationship between OCB and CA do not permit much knowledge to the existing literature; thereby, warranting a further empirical exploration.

A few empirical investigations addressing CA in Malaysia have been reported (Ismail, Jui & Shah, 2011; Ismail & Arokiasamy, 2007; Mat Zin, Ngah, Ismail, Ahmad Tajuddin, Abdullah & Salleh, 2010; Poon, 2004; Zainal, 2009). However, there is still lack of evidence regarding the influence of OCB on individuals' CA. For example, teaching is one of the professions that requires employee to display the voluntarily behaviour or OCB in order to help students and colleagues. In Malaysia, teachers are responsible to manage work regarding curriculum and co-curriculum; and they are also expected to give extra cares in guiding students not only during the school hours, but also after school (Harian Metro, 30 September 2010). Thus, it shows that teachers need to perform more than what they have been assigned. This means that task

performance alone may not be enough for teachers to fulfill their job requirements. Hence, some voluntary works such as OCBs (e.g. staying back after school hours to help students with class materials; stay in class during break in order to listen to students) require them to perform beyond the formal requirements.

As stated by DiPoala, Tarter and Hoy (2004), teaching is a complex activity that requires professional discretion; thus, OCB is a useful term to describe voluntary teachers' behaviours that go the 'extra mile' to help students and colleagues succeed and those are not performance expectations of their official roles. OCB is essential because schools cannot anticipate through formally stated in-role job descriptions for achieving goals (George & Brief, 1992); however, OCB in teaching has largely been ignored (Hannam & Jimmieson, 2002). In the Malaysian context, although the core business for teachers is based on teaching and learning (Malakolunthu & Malek, 2008), teachers are often expected to be knowledgeable, skillful, and dynamic in action as resource managers, facilitators of learning and guide to good moral behaviour (Mohd Shahrom, 2009). Thus, teachers' roles may not limit to perform the core business such as teaching and learning (e.g. task performance) since teachers are also expected to guide students to behave in good manners during and after school (e.g. OCB). Hence, the role of OCB is also essential to fulfill the National Educational Philosophy (NEP).

Career Advancement (CA)

The general topic of career has been studied extensively for many years (Blau, 1985). According to Young and Valach (2000), career is defined as a construct that people use to organize their behaviour over the long term. Therefore, career has attracted a lot of attention among both academicians and practitioners since employees are motivated to strive for better achievement in their life. People are being encouraged to manage their own futures and building their own career (Bridges, 1995). Career tends to be defined according to the nature and the purpose of a study; thus, there is a wide range of definitions of career used by various researchers (Zainal, 2009). Career success (advancement) is defined by Judge et al. (1995) as the real or perceived achievement of individuals who accumulated from their work experiences.

Young and Valach (1996) acknowledge that the term people use to refer to career may vary. For example, Bergeron (2005) specifically refers CA into promotion and speed to CA in the previous study. While, Carmeli et al. (2007), stressed that CA is the assessment of an employee's career movement, either via hierarchical advancement or horizontal mobility. Recently, in a local study, Zainal (2009) claimed that employees will seek opportunity to achieve their own satisfaction through CA, therefore CA requires a proactive effort from employees.

Most researchers (Blansett, 2008; Gattiker & Larwood, 1988; Jaskolka, Beyer & Trice, 1985; Judge et al., 1995) have divided CA into the extrinsic and intrinsic components. According to Judge and associates (Judge et al., 1995), extrinsic CA refers to visible outcomes such as salary, promotion and ascendancy; whereas, intrinsic CA refers to individuals' subjective appraisal of their success such as job satisfaction, life satisfaction and career satisfaction. According to Jaskolka et al. (1985), extrinsic success is relatively objective, observable, and typically consists of highly tangible outcomes such as pay and ascendancy. Conversely, as defined by Judge et al. (1995), intrinsic success is individual's subjective appraisal of their success which is most commonly expressed in terms of job satisfaction and career satisfaction.

Several empirical works also supported the dissatisfactions concerning the issue of teachers' CA. Previous scholars (Mohd Kosnin, Abu Bakar & Ahmad, 2007) also argued that teachers' satisfaction in the Malaysian schools was very much depended on teacher's perception against their advancement towards the promotion and salary increment. A study of Mohd Kosnin et al. (2007), said that both aspects of promotion and salary increment were at a moderate level to influence job satisfaction among headmasters. Other Malaysian researchers (Sihes & Shaari, 2010) found that the aspect of promotion was at a high level to influence teachers' satisfaction; while the aspect of salary increment was at a moderate level to influence teachers' satisfaction. Since promotion and salary increment are categorized as the extrinsic component of CA (Judge et al., 1995); and given that several studies (Seibert, Crant & Kraimer, 1999; Tu, Forret &

Sullivan, 2006) supported that extrinsic CA is related to intrinsic CA (Mohd Rasdi, Ismail, Uli & Mohd Noah, 2009b). Thus, it suggests that Malaysian teachers are not satisfied with their intrinsic CA.

The most popular measurement of intrinsic CA is career satisfaction (Hofmans, Dries & Pepermans, 2008); which consists of five-item measures which will be used in this study. Examining the intrinsic component of employees' CA is important because as stated by Korman, Wittig-Berman and Lang (1981), a person's own internal perspective of success (intrinsic) is important to be taken into consideration because a person who achieved success in the objective sense (extrinsic) may not actually feel successful. Hence, the impacts of teachers' task performance and OCB on teachers' career satisfaction were examined in this study.

Task Performance

Task performance is defined by Borman and Motowidlo (1993) as the effectiveness with which job incumbents perform activities that contribute to the organization's technical core. They noted that position descriptions often emphasize on job activities involving task performance. Consequently, task performance can also be defined as the proficiency with which employees perform activities that are formally recognized as part of their job. Williams and Anderson (1991) measured task performance to the extent where an employee fulfills the formal requirements of the job's essential duties. Therefore, task performance can also be referred as to how well an employee performs the required tasks associated with his or her job, and how well an employee meets the official expectations. Organizations normally use task performance as input in making decision regarding employees' promotion. Employees who exhibit the expected level of task performance will get positive feedback especially in the aspect of job promotion. To a large extent, the work outcomes of an employee's task performance will determine the career path of the individual in an organization (Carmeli et al., 2007).

Motowidlo (2003) defined task performance as the organization's total expected value on task related proficiency of an employee. In other words, task performance is the behaviours related specifically to performing job-related matters (Johari, Yahya & Omar, 2009). However, according to Jamal (2007), task performance can be viewed as an activity in which an individual is able to accomplish successfully the task assigned for him or her, subject to the normal constraints of the reasonable utilization of available resources. Given the various concepts and definitions of task performance, this study attempts to refer to the concept of task performance as introduced by William and Anderson (1991). According to William and Anderson (1991), task performance involves the completion of tasks or activities that specifically fulfill the written job requirements or descriptions.

These behaviours include completion of assigned duties, fulfill responsibilities which are specified in job description, perform tasks which are expected, meet formal performance requirements of the job, engage in activities that will directly affect the performance appraisal and focus on each aspect of the job. Thus, this study also attempts to examine the role of task performance particularly on teachers' CA in Malaysian educational setting.

Organizational Citizenship Behaviour (OCB)

The widespread interest in OCB grew out since employee who behaves beyond the call of duty contributed to increase the organizational effectiveness and performance (Podsakoff, MacKenzie, Paine & Bachrach, 2000). As reported by Podsakoff et al. (2000), over the past decade, OCB research has received considerable attention because of the good impact of OCB that is believed can contribute to the major success towards the organization's effectiveness and functioning.

According to Organ (1988), OCB is defined as individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, but in the aggregate promotes the effective functioning of the organization. The five dimensions of OCB consist of altruism (e.g. behaviours directed towards a specific person such as helping co-workers with work-related tasks), conscientiousness (e.g. behaviours that

go above and beyond minimal expectations of good workers in areas such as attendance and conservation of resources), sportsmanship (e.g. behaviours such as tolerating minor inconveniences without complaining), courtesy (e.g. involves anticipatory acts that help someone else prevent a problem), and civic virtue (e.g. constructive involvement or participation in the overall organization). The two-dimensional structure of OCB which is known as OCBO and OCBI has been developed by Williams and Anderson (1991). OCBO refers to behaviours which directly benefit the organization in general (e.g. as volunteering to serve on committees), while OCBI refers to behaviours which directly benefit individuals within the organization (e.g. altruism and interpersonal helping). Organ (1997) has acknowledged that OCB may be recognized and rewarded during performance appraisals; and he redefined OCB as performance that support the social and psychological environment in which task performance takes place.

Given the various concepts of OCB, this study will focus on the concept of OCB as introduced by DiPoala et al. (2004). According to DiPoala et al. (2004), OCB is a useful term to describe voluntary and discretionary teacher behaviours that go the ‘extra mile’ to help students and colleagues to succeed and that are not performance expectations of their official role. In addition, OCB in school is a matter of personal choice and not an enforceable requirement of the role. As stated by Bergeron (2005), there is very little research to investigate the impact of OCB on individuals’ CA. Moreover, there is no research that speaks to reward OCB in the school context (DiPoala et al., 2004).

Theoretical Framework

Therefore, further examination is crucial in order to understand on how OCB may be rewarded especially in the Malaysian educational setting. Given that, this study is conducted to examine the influence of teachers’ task performance and OCB on their career satisfaction as theorized in Figure 1.

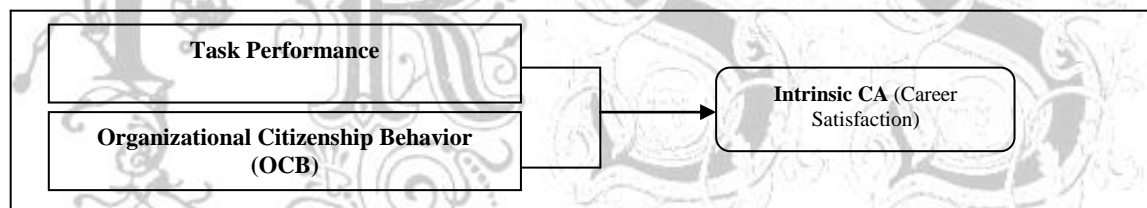


Figure 1: Theoretical Framework of the Study

Methodology

Sample and data collection method

This study has utilized the mail survey in order to get the required information. The dyadic approach has been used in this study. This is to ensure that responses of teachers’ task performance and OCB in the view of those selected teachers as well as the school’s representatives can be obtained. Hence, two sets of questionnaire were designed in this study. The first set of questionnaire; namely the Teachers’ Survey Set has been specifically addressed to the selected teachers. Meanwhile, the other set of questionnaire; namely the Managements’ Survey Set has been specifically addressed to the Headmasters or Senior Assistants as the school’s representatives. The respondents of this research include all teachers from all Primary Schools in one state located in the northern region of Peninsular Malaysia. The population size of this study is equal to 17,467 teachers.

Instrumentation

For Teacher’s Survey Set, researcher has developed seven (7) questions in order to obtain data regarding the demographic background for all respondents. Three (3) questions concerning teachers’ gender, race and

qualification has been developed by using nominal scale. The next four (4) questions in the demographic section are based on ratio scale. These questions are about the respondents' age, year of the respondents' first appointment as teachers, year of respondents' first confirmation as teachers, and the total years of respondents' experience as teachers after they get the confirmation.

The instrumentation for teachers' task performance was developed accordingly to the Annual Work Performance Report (AWPR) form. AWPR form has been used by the management representative in order to complete the performance appraisal process for the Malaysian government servant. There are four (4) aspects of performance which have been evaluated in the performance appraisal process in Malaysia. These four (4) aspects are categorized as the job outputs, the knowledge and skills, the personal quality and the activities and contributions outside the official duties. There are five (5) questions regarding the aspect of job outputs, three (3) questions regarding knowledge and skills, five (5) questions regarding teachers' personal quality and one (1) question regarding teachers' activities and contributions outside the official duties. The evaluation scale for this instrument also had been taken from the AWPR form. As stated in the AWPR form, the scales ranged from 1 to 10.

The instrumentation for teachers' OCB is adopted from DiPoala et al. (2004) measurements. Meanwhile, the instrumentation for career satisfaction is fully adopted from Greenhaus, Parasuraman and Wormley (1990). Likert Scales ranged from (1) strongly disagrees to (5) strongly agree have been used for both OCB and career satisfaction scale. Table 1 indicates the measures of the study variables used for Teachers' Survey Set in the study.

Table 1: Instrumentation of the Study Variables (Teachers' Survey Set)

Study Variables	Number of Items	Source of Scale	Type of Scale
Demographic	3	-	Nominal Scale
	4	-	Ratio Scale
Task Performance	14	Developed based on AWPR Form	Likert Scale
OCB	12	DiPoala et al. (2004)	Likert Scale
Career Satisfaction	5	Greenhaus et al. (1990)	Likert Scale

The Managements' Survey Set is addressed to the management representatives from each school. There are (8) questions developed in order to obtain data regarding the demographic background for all schools' representatives. By using the nominal scale, there are four (4) questions concerning respondents' gender, race, qualification, and rank (e.g. the current position of participant as a school's representative). Apart from that, by using the ratio scale, there are also four (4) questions developed. These questions are developed to gain data regarding respondents' age, the years of respondents' experience as a school representative in total, the years of respondents' experience as a school's representative in the present school, and years of respondents' experience as a teacher under the educational context. The next fourteen (14) questions of teachers' task performance have been developed based on AWPR form. This is to gain the ratings of teachers' task performance in view of the schools' representatives. Also, there are twelve (12) questions to reveal the perception of the schools' representatives towards teachers' OCB. Table 2 indicates the measures of the study variables used for Managements' Survey Set in the study.

Table 2: Instrumentation of the Study Variables (Managements' Survey Set)

Study Variables	Number of Items	Source of Scale	Type of Scale
Demographic	4	-	Nominal Scale
	4	-	Ratio Scale
Task Performance	14	Developed based on AWPR Form	Likert Scale
OCB	12	DiPoala et al. (2004)	Likert Scale

Analyses

Descriptive Statistics

The findings based on Teachers' Survey Set show that the distribution of gender is higher for females with a total of 298 female respondents (76.4%). On the other hand, there are 92 male respondents (23.6%) out of the total respondents. The age of the respondents show that over half of the respondents (52.05%) are in the range age of '30 to 39 years' old. There are 28.72 percent and 15.13 percent of the respondents come in the range age of '40 to 49 years' old and 'below 30 years' old. The remaining 4.1 percent comes from the category of age '50 years and above'. Apart from that, the findings based on Managements' Survey Set show that the distribution of gender is higher for females with a total of 71 female respondents (54.62%). Therefore, the remaining 58 of respondents (45.38%) are males. One half of the respondents (78.46%) are at the age of '50 years and above'; meanwhile 15.38 percent and 4.62 percent of the respondents are at the age of '40 to 49 years' and '30 to 39 years' old. The remaining 1.54 percent comes from the category of age 'below 30 years' old.

Means, SD, Minimum and Maximum Value

As indicated in Table 3, it shows that teachers have the high level of task performance and OCB with the mean score at 7.20 and 4.06. Therefore, it confirms that all respondents already practice the high level of task performance as well as the voluntarily behaviour in the working life even though the work activities are not officially expected by the managerial side. Similarly, the maximum score of 10.00 for task performance and 5.00 for OCB also shows that some respondents perceive that they are fully committed with the maximum roles in such task performance and OCB activities. The SD for career satisfaction and OCB are at 0.67 and 0.40 each. These results show that most respondents are close to the mean for both variables. Meanwhile, the SD for task performance is reported at the highest value with the score of 1.13.

Table 3: Means, SD, minimum and maximum

Survey Types	Variables	N	Mean	SD	Min	Max
Teachers' Survey	Career Satisfaction (intrinsic CA)	390	3.56	0.67	2.00	5.00
	Task Performance (self-ratings)	390	7.20	1.13	4.00	10.00
	OCB (self-ratings)	390	4.06	0.40	2.92	5.00
Managements' Survey	Task Performance (superior ratings)	390	7.91	1.08	3.64	10.00
	OCB (superior ratings)	390	3.61	0.38	2.25	5.00

Apart from that, the mean of superior-ratings for teachers' task performance and OCB is at 7.91 and 3.61. This indicates that schools' representatives have such high ratings on the levels of task performance and OCB towards their respective teachers. The minimum of 3.64 for task performance and 2.25 for OCB indicates that some respondents may not accept several activities that are related to task performance and OCB. However, the maximum score of 10.00 and 5.00 each for task performance and OCB indicates that some respondents highly perceived that their respective teachers (subordinates) are fully engage with all types of task performance and OCB activities. The SD for teachers' OCB in the superior-ratings is rather small at 0.36; meanwhile the SD for superior-ratings' of teachers' task performance is rather high at the value score at 1.08.

Correlation Analyses

Correlations between task performance, OCB and career satisfaction show bivariate relationship between all variables. All tests of inter-correlations for both self-ratings and superior-ratings are presented in Table 4(a) and Table 4(b) below.

Table 4(a): Inter-correlation between variables for Self-ratings

Types of Ratings	Variables	1	2	3
Self-ratings	1. Task Performance	-		
	2. OCB	.62**	-	
	3. Career Satisfaction	.20**	.11**	-

*Correlation is significant at the .05 level (2-tailed)

**Correlation is significant at the .01 level (2-tailed)

Table 4(b): Inter-correlation between variables for Superior-ratings

Types of Ratings	Variables	1	2	3
Superior-ratings	1. Task Performance	-		
	2. OCB	.65*	-	
	3. Career Satisfaction	.10*	.13*	-

*Correlation is significant at the .05 level (2-tailed)

**Correlation is significant at the .01 level (2-tailed)

Regression Analyses

Self-rating of teachers' task performance is significantly related to career satisfaction ($\beta=.22$, $t=3.45$, $p=.00^*$). However, superior-ratings of teachers' task performance is not significantly related to career satisfaction ($\beta=.03$, $t=.45$, $p=.65$). Conversely, self-ratings of teachers' OCB is not significantly related to career satisfaction ($\beta=-.03$, $t=-.42$, $p=.68$); however superior-ratings of teachers' OCB is significantly related to career satisfaction ($\beta=.11$, $t=1.71$, $p=.01^*$).

The tests of regression analyses which evaluating the effects of self-ratings of task performance and OCB on career satisfaction is are presented in Table 5(a). Meanwhile, the tests of regression analyses which evaluate the effects of superior-ratings of task performance and OCB on career satisfaction is presented in Table 5(b).

Table 5(a): Regression Analyses of Task Performance and OCB on Career Satisfaction (Self-ratings)

	β	t	p	R ²	R ² Δ	F Change
Model 1 - Main Effect				.04	-	8.43
Task Performance	.22	3.45	.00*			
OCB	-.03	-.42	.68			

*p<0.05; **p<0.01

Table 5(b): Regression Analyses of Task Performance and OCB on Career Satisfaction (Superior-ratings)

	β	t	p	R ²	R ² Δ	F Change
Model 1 - Main Effect				.02	-	3.57
Task Performance	.03	.45	.65			
OCB	.11	1.71	.01*			

*p<0.05; **p<0.01

Discussions and Conclusions

This study provides support that the impact of both performance ratings on teachers' intrinsic CA (career satisfaction) varies. First, it confirms that superior-rating of task performance is not likely to affect teachers' career satisfaction although self-rating of task performance does affected teachers' career satisfaction. Conversely, results present that self-rating of OCB is not likely to affect teachers' career satisfaction; however superior-rating of OCB does affected teachers' career satisfaction. Thus, the findings

of this study may have such unique implications on teachers' intrinsic CA depending on the job performance factors from both ratings (e.g. self and superior perspective).

As reported, self-rating of teachers' task performance has influenced on teachers' career satisfaction. This is because internally teachers perceived that there must be a link between task performance and the description of their career satisfaction such as the perception that teachers are satisfied with the success of their achievement in their career; the perception that teachers are satisfied with the progress they have made towards meeting their overall career goals; the perception that teachers are satisfied with the progress they have made towards meeting their goals for advancement; the perception that teachers are satisfied with the progress they have made towards meeting their goals for the development of new skills; and the perception that teachers are satisfied with the progress they have made towards meeting their goals for income.

Apart from that, even though Bergeron (2004) stated that OCB may take such long term to see the positive impact on the personal benefits of employees; this study reveals that only superior-rating of OCB has influenced teachers' career satisfaction. Conversely, self-rating of OCB fails to show its influence on teachers' career satisfaction. Perhaps teachers do not expect that OCB is something that relates to their personal career expectation particularly in the enhancement of their career satisfaction level. This argument is supported by Oplatka (2009) who stated that in the perspective of teachers OCB leads to better students' achievements, positive emotions towards class and school, and improved discipline in school. Therefore, in the view of teachers, OCB only has been performed in order to help the school to enhance its performance.

As reported, superior-rating of OCB does affect teachers' career satisfaction. Given that OCB seems to be desired by managers who may encourage their subordinates to perform this behaviour (Oplatka, 2009); these may answer the things in the perspective of the management representatives, OCB is very crucial in most organizations including the educational institution. Since OCB has the link to enhance the organizational performance and effectiveness (Organ, 1988), that may be the reason why most management representatives will consider OCB in evaluating employees' performance (MacKenzie, Podsakoff, & Fetter, 1993).

This study clearly indicates which types of teachers' performance factors that lead to enhance their career satisfaction; and thus facilitate schools in promoting teachers' career satisfaction. In addition, the present study also indicates that there are significant differences in the mean ratings across the two sources. Particularly, this study presents that the ratings of task performance and OCB which were made by individuals were slightly higher than ratings which were made by the management representatives towards teachers' career satisfaction.

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